



COLORADO
Department of Education

All Students, All Standards: Instructional Strategies Institute

The Six Core Practices of Proficiency-Based Learning for World Languages

The Six Core Practices are highly-effective and research-based teaching methods designed specifically for the world language classroom. The 6 core practices provide clear guidance for classroom instruction in achieving a shift towards a proficiency model and focus on teacher actions. Teaching for proficiency requires a change to the core of world language teaching and learning and provides guidance for student language acquisition.

Unlike “Best Practices” which defines “what works” based on experience; the 6 core practices are complex instructional practices that fully support student learning. They are not transparent or learnable through modeling alone and need to be rehearsed and coached in the specific context. Teachers must detail, deconstruct, and explicitly teach and assess the core practices.

- 1.) Facilitate Target Language Comprehensibility** – Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, context, and interactions
- 2.) Design Oral Interpersonal Communication Activities and Tasks** – Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.
- 3.) Teach Grammar as Concept and Use in Context** – Teachers teach grammar in providing multiple opportunities for students to acquire and use the concept in context. Students focus on meaning before form.
- 4.) Guide Learners through Interpreting Authentic and Cultural Resources** – Present interactive reading and listening comprehension task using authentic cultural texts with appropriate scaffolding while promoting interpretation.
- 5.) Plan with Backward Design Model** – Instructors identify desired results, then determine acceptable evidence, and then plan learning experiences and instruction.
- 6.) Provide Appropriate Oral Feedback** – Oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.

Instructional Shifts in World Languages

Moving from	Moving to
Learning about the language	Acquiring the language
Professional learning in isolation	To professional learning through a PLN, Professional Learning Networks
Speaking English in class	Doing all routines and instructions in the target language
Students memorizing language via skit or dialog	Teaching language in context with spontaneity and student ownership
Explicit grammar instruction	Embedding and using grammar in context
Detailed error correction	Teaching language in context with additional repetition
Vocabulary lists and categories	Targeted high frequency structures
Text book excerpts with questions answer	Students reading for their own enjoyment
Forced oral output, "Repeat after me".	Allowing language to develop naturally
Final grades	On-going evaluation of student progress
Teacher-centered classrooms	Learner-centered, personalization and cooperative learning structures
Teaching culture in isolation	Embedding culture through communicative tasks during all lessons
Homework	Seeking authentic opportunities for using language beyond the classroom
Focusing on what students don't know	Focusing on what students can do. Using Can Do Statements for goal-setting
Following a grammar-based curriculum	Developing rich thematic units with real world relevancy
Using technology only as a tool for instruction	Using technology to transform learning for: connecting, discovering, creativity and critical thinking
Practicing language	Using language for communication*.

**The expression, interpretation and negotiation of meaning within a given context. - Bill Van Patten*